


Texas Education Agency
Standard Application System (SAS)

2018-2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1			
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)		FOR TEA USE ONLY Write NOGA ID Place date stamp here.
Grant Period:	August 1, 2018 – July 31, 2019		<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY MAY - 1 AM 9:50 </div>
Application deadline:	5:00 p.m. Central Time, May 1, 2018		
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>		
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov		
Schedule #1—General Information			
Part 1: Applicant Information			
Organization name		County-District #	Amendment #
Boys & Girls Clubs of Austin and Travis County, Inc.		227-901	
Vendor ID #	ESC Region #	DUNS #	
74-6087356	13	826268518	
Mailing address		City	State ZIP Code
5407 N. IH 35, Suite 400		Austin	TX 78723-
Primary Contact			
First name	M.I.	Last name	Title
Robert		Fowler	Chief Program Services Officer
Telephone #	Email address		FAX #
512-444-7199	robert.fowler@bgcaustin.org		512-444-7554
Secondary Contact			
First name	M.I.	Last name	Title
Devon		Spencer	Grants Director
Telephone #	Email address		FAX #
512-444-7199	devon.spencer@bgcaustin.org		512-444-7199
Part 2: Certification and Incorporation			

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Misti	S.	Potter	Chief Executive Officer
Telephone #	Email address		FAX #
512-444-7199	misti.potter@bgcaustin.org		512-444-7554
Signature (blue ink preferred)			Date signed


Only the legally responsible party may sign this application

4/23/18

701-18-111-070

Schedule #1—General Information

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD): 01/01

End date (MM/DD): 12/31

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☒**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see General and Fiscal Guidelines, Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>Every Student Succeeds Act Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount		
Fiscal Agent						
1.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
Member Districts						
2.	County-District #	N/A		Funding amount		
	County-District Name					
3.	County-District #			Funding amount		
	County-District Name					
4.	County-District #			Funding amount		
	County-District Name					
5.	County-District #			Name	Telephone number	Funding amount
	County-District Name				Email address	
6.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
7.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			
8.	County-District #	Name	Telephone number	Funding amount		
	County-District Name		Email address			

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 74-6087356			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name	N/A		
12.	County-District #			Funding amount
	County-District Name			
13.	County-District #			Funding amount
	County-District Name			
14.	County-District #			Funding amount
	County-District Name	Email address		
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Boys & Girls Clubs of Austin and Travis County, Inc. (DBA: The Boys & Girls Clubs of the Austin Area, or BGCAA) seeks funding to provide community learning centers at a group of elementary, middle and high schools in the Austin Independent School District (AISD) which serve a high percentage of students from low-income families and are mainly located in Northeast Austin neighborhoods. According to the Community Disadvantage Index (an Office of Juvenile Justice and Delinquency Prevention geographic information system) these neighborhoods have been identified as being disadvantaged. The targeted schools are: LBJ HS, Lanier HS, Webb MS, Burnet MS, Garcia MS, Cook ES, McBee ES, Overton ES and Walnut Creek ES. All sites identified in this proposal serve a majority minority community, many of whom have high mobility rates causing them to transfer schools often. Spanish is predominately spoken in many of the households, indicating a need for English as a Second Language support. Our proposed program aligns with the PRIME Blueprint for Texas ACE as well as with AISD's goals to reinvent the urban school experience and supports BGCAA's organizational priority outcome - to keep children in school and ensure that they graduate on time. The program design additionally ensures that all participating students perform at or above grade level and that all will graduate well-prepared for post-high school success.

The nine centers proposed for funding will provide high quality, vitally needed out-of-school time (OST) programming for targeted economically-disadvantaged students through comprehensive youth development programs for children in Kindergarten through 12th grade, that are evidence-based and proven effective in improving TEA statewide outcomes. At the core of these programs is Project Learn, an instructional strategy which is research-based and has been shown to boost the academic performance of participants. Project Learn combats school failure by providing extended time with school-related skills and information while providing an environment that values and honors academic success and rewards learning. In addition, Project Learn encourages and supports parent and other adult involvement. Through the proposed program, BGCAA staff will implement academic intervention strategies and academic case management that targets each school's most academically-unsuccessful students, while supporting school-wide academic improvement with a variety of enrichment activities available to all students. The model for the proposed community learning center sites has been developed in response to the specific needs of targeted schools by sourcing data from needs surveys and interviews, academic performance reports, and community research. The program will offer TEKS-aligned strategies to improve student success such as: staff and curriculum training and support led by the Director of Academic Success; on-going student, family, and partner needs and evaluation assessments to continually improve the quality of services; and collaboration strategies to identify youth and families most in-need of intervention.

BGCAA's quality afterschool programming features five core program areas – Education & Career Development, Character & Leadership Development, Health & Life Skills, The Arts, and Sports, Fitness & Recreation, which all provide young people with the critical skills and information they need for success in school while they have fun; thereby reinforcing members' school engagement and retaining youth in OST programs. Our approach to OST programming through this comprehensive program model allows our agency to pursue objectives aligned with TEA statewide outcomes including: improved grades; fewer absences; fewer behavioral problems; increased promotion rates; and increased graduation rates. BGCAA also prioritizes college and career readiness programs, collaborating with institutions such as the University of Texas at Austin to provide mentors and college advocates for graduating seniors. Additionally, we have gathered needs data from parents and working families to better inform us of how to provide services that support parental involvement, literacy, and attainment of educational goals.

Budget development for this grant was the result of careful planning and included input from stakeholders as well as campus data assessments. Strategic sustainability plans have been put in place in collaboration with our LEA, the Austin ISD, to ensure community support throughout the life of the grant and beyond. In development of this grant's management plan, BGCAA prioritized extensive and ongoing communication between all levels of program staff, coupled with lines of communication established between our organization and the community; all results informing ongoing refinement of program activities and staff training. Ongoing evaluation is multi-leveled and includes assessment of program effectiveness at point of service and student level data provided by an AISD contract evaluator. All of these will inform adjustments to delivery of program components. The proposed program has been designed to meet all Statutory Requirements and TEA requirements and is eligible for priority points according to TEA guidelines.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 74-6087356			Amendment # (for amendments only):		
Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)					
Grant period: August 1, 2018, to July 31, 2019			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,296,141	\$13,000	\$1,309,141
Schedule #8	Professional and Contracted Services (6200)	6200	\$100,000	\$27,000	\$127,000
Schedule #9	Supplies and Materials (6300)	6300	\$47,859	\$	\$47,859
Schedule #10	Other Operating Costs (6400)	6400	\$8,000	\$	\$8,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$1,452,000	\$40,000	\$1,492,000
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,452,000	\$40,000	\$1,492,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$1,492,000
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$74,600

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 74-6087356			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Director of Academic Success	1		\$45,000
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required)	1		\$59,000
5	Site coordinator (required)	9		\$450,000
6	Family engagement specialist (required)	1		\$45,000
7	Secretary/administrative assistant			\$
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Chief Program Services Officer (Admin Cost)		1	\$8,000
20	Outcomes Director (Admin Cost)		1	\$5,000
21	Youth Development Professionals/Academic Success Coordinators/Program Specialists	49		\$577,141
22	Subtotal employee costs:			\$1,189,141
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112 Substitute pay			\$
24	6119 Professional staff extra-duty pay			\$
25	6121 Support staff extra-duty pay			\$
26	6140 Employee benefits			\$120,000
27	Subtotal substitute, extra-duty, benefits costs			\$120,000
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,309,141

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 74-6087356		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Rental of nine Austin ISD school buildings at reduced rate of \$50/month	\$4,500
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$4,500
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Austin Independent School District: Custodial Services (\$11,500), contracted evaluation services (\$27,000), transportation costs (\$24,000)	\$62,500
2	Fine Arts & Dance: Activities that will promote visual art, acting, film making, and dance. Programming will be age-appropriate and will take place on multiple campuses.	\$4,000
3	Drivers Education: Preparing teens to be safe drivers and enhancing their opportunities to pursue employment	\$20,000
4	Nature & Science: Activities that will enhance students understanding of the natural world including chemistry experiments and nature presentations	\$6,000
5	College & Career Prep: Coaches and mentors that provide resume-building, college application, FAFSA preparation, and interview skills with graduating seniors	\$7,000
6	Social and Emotional Learning: Vendors providing SEL training will work with critical age-groups as they transition into adulthood, teaching them the skills they need to be confident, empathetic, productive, and responsible adults	\$7,000
7	Team-Building and Enrichment Activities: Varied enrichment activities such as magic, jewelry-making, fashion design, and team-building activities.	\$7,000
8	ESL Vendors for Family Engagement: Provides a path for parents/caregivers to increase employment opportunities and connect with student school-day instruction	\$9,000
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$122,500
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$127,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 74-6087356		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval: Program supplies for center-led activities	\$47,859
Grand total:		\$47,859

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 74-6087356		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$8,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$8,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 74-6087356			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment or furniture				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #14—Management Plan

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Bachelor's Degree required, preferably in Education. Excellent communication skills; at least 5 years working with youth (preferably in Title 1 settings); supervisory and grant administration experience including monitoring, data review, and fiscal management.
2.	Site Coordinator(s)	Bachelor's Degree in education or related field or completed military service. Strong communication skills; experience working with youth (preferably in Title 1 settings); staff supervisory experience; and knowledge/understanding of the local school setting and community needs.
3.	Family Engagement Specialist	Bachelor's Degree preferred. Extensive knowledge and experience in the community. Experience working with diverse cultures and families. Experience with Title 1 school districts. Preferably member of a community organization.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase proficiency in core subjects as measured by course grades and on-time advancement to the next grade level	1. Enroll students performing below proficiency	09/04/2018	12/1/2018
		2. Tutoring and academic enrichment activities aligned to TEKS objectives and goals	09/04/2018	7/19/2019
		3. High-quality STEM and ARTS enrichment	09/04/2018	7/19/2019
		4. Obtain participant feedback on programming	1/1/2019	3/31/2019
		5. Incentivize and reward academic achievement	09/04/2018	5/31/2019
2.	Improve attendance as measured by school-day attendance records	1. Enroll students with 3 or more SY absences	09/04/2018	12/1/2018
		2. Junior Staff soft-skill enrichment programming	09/04/2018	5/31/2019
		3. Student feedback on attendance improvement	1/1/2019	3/31/2019
		4. Track participant daily 21 st CCLC attendance	09/04/2018	7/19/2019
		5. Incentivize and reward consistent attendance	09/04/2018	5/31/2019
3.	Improve behavior as measured by mandatory discipline referrals	1. Provide role model/mentor opportunities	09/04/2018	7/19/2019
		2. Establish community service opportunities	09/04/2018	7/19/2019
		3. Provide staff training on behavior interventions	09/04/2018	7/19/2019
		4. Engage families to identify specific challenges	09/04/2018	7/19/2019
		5. Incentivize and reward positive behaviors	09/04/2018	5/31/2019
4.	Improve college/career readiness as measured by graduation rates and student career competencies	1. Enroll students at-risk of dropping out	09/04/2018	12/1/2018
		2. Summer career readiness	6/10/2019	7/19/2019
		3. Leverage community supports and systems	09/04/2018	7/19/2019
		4. Engage families with specific needs	09/04/2018	7/19/2019
		5. Assessment of Employability Skills Framework metrics	09/04/2018	7/19/2019
5.	Improve family engagement as measured by pre- and post-surveys	1. Welcome back to school family engagement event	09/04/2018	11/1/2018
		2. Administer pre-surveys	09/04/2018	11/1/2018
		3. Graduation and summer preparation family event	5/1/2019	5/31/2019
		4. Incentivize and reward family engagement	09/04/2018	7/19/2019
		5. Administer post-surveys	5/1/2019	5/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

To assess the need for the 21st CCLC funding, BGCCA completed a comprehensive assessment of community needs and resources to determine the schools to be included in this application. In addition to interviews with AISD administrators, principals, teachers, and families, we reviewed data which pinpoints student populations most in need of our services due to high rates of poverty, low attendance, high disciplinary rates, low STAAR test scores and low graduation rates. Community data regarding student and family mobility were also considered. Campus improvement plans were reviewed, along with campus report cards and college readiness rates, all of which assisted our agency in identifying gaps in services in each campus community. Internally, we developed a Project Management Team, consisting of Executive Leadership and AISD partners, to identify campuses with the greatest need and then determined which of those campuses have the capacity to implement the project with fidelity. Through this process, BGCAA identified nine schools to include in this application. Our research indicates that all nine schools will benefit from **targeted academic interventions, research-based strategies to promote attendance and good behavior, college and career readiness evaluations and individualized plans, and family literacy needs including ESL classes.**

Specific Campus Needs

The proposed centers selected are housed at schools with high percentages of **economically-disadvantaged students**. With the District reporting rates of 53.3% low-income youth, the higher-than-average rate for the campuses identified expresses the need for intervention services designed to assist low-income students and families.

LBJ HS	Lanier HS	Garcia MS	Webb MS	Burnet MS	Cook ES	McBee ES	Overton ES	Walnut Cr. ES
77.6%	83.9%	94.1%	93.2%	90.3%	94.4%	94.4%	84.9%	82.8%

• 4 of the campuses above, (LBJ, Burnet, Overton, and Garcia) have been recognized by TEA as being “focus” or “priority” schools for 2018-19, needing improvement in math and reading. Recent **STAAR** data for the focus or priority schools included here show 22-39% of students at grade level for math, far below the District at 51%, and 19-36% at grade level for reading, with the District reporting 54%.

• AISD reports college-ready graduates proficient in English Language Arts at 66.2%, while Lanier and LBJ show only 29.3%, and 25.5% respectively. District-wide, graduates proficient in mathematics are 61.7%, while Lanier and LBJ have only 34.2% and 27.5% of graduates prepared for success at the college-level.

• Data from **Campus Improvement Plans** has informed our selection by identifying which sites list increasing **attendance rates** as a focus area, as well as identifying which schools are in need of **discipline interventions** based on home suspension rates and violence prevention activities. Through this data we discovered that Burnet has the highest rate of home suspensions of the selected sites at 689 for the previous school year and only 77% of students reporting feeling safe at school. Through surveys at all proposed sites, we discovered that more than half of respondents reported being bullied, or witnessing bullying taking place on-campus.

• **Needs interviews** conducted by BGCAA with principals revealed the importance of homework support, with every campus reporting that 90-100% of students need help completing homework. In addition, 90-100% of students experience summer learning loss, which informed the design of a full-day, comprehensive summer program aimed at reducing summer learning loss, especially in math and science.

• Our program is designed to specifically meet the needs of **working families**. Sites will be open until 6 or 6:30pm Monday-Friday and until 7:30 pm at the High School level. In addition, we provide 6 weeks of full-day programming during the summer, limited only by the availability of school buildings, which are subject to district-wide closures every Friday. This schedule was informed through needs surveys completed by families conducted at all proposed sites.

• Mobility rates were all higher than the district average of 17.6%, indicating the level of academic disruption experienced by students who frequently change schools. Data gathered through the **CDI** provided further data identifying neighborhoods with the highest at-risk percentages of: 1) % of people living below the poverty line, 2) % of people receiving public assistance, and 3) % of female-headed households with children. Six of the nine sites proposed for 21st CCLC funding scored an eight or above, with two schools scoring a 10.

• **School and Community Resources** available to enhance the program include: Family Resource Centers at LBJ, Lanier, Burnet and Webb; Full-Service Community School funding at Lanier, Burnet, Cook and McBee; and the full complement of BGCCA curriculum, programs and services: national, state and local.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s), including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

Staff at our proposed centers will work closely with staff from AISD on several fronts. Our partnership will work toward shared goals of improved academic performance for students, reduced disciplinary actions, increased attendance, increased promotion and graduation rates, increased access to college and career readiness programs and increased family engagement in learning. A 21st CCLC specific Memorandum of Understanding has been signed between AISD and BGCAA, detailing the specific ways in which our agencies intend to collaborate to increase scope and quality of services, and how each will contribute towards shared goals and objectives. We firmly believe that the long-standing and mutually beneficial partnership between BGCAA and AISD strengthens our program and proposal, and therefore qualifies for priority points under TEA guidelines. BGCAA and AISD have collaborated successfully on previous 21st CCLC programs, including under Cycles 6,7, and 8.

- Recruitment of targeted students will be a joint effort between AISD and BGCAA staff, with AISD supporting BGCAA in providing report cards, disciplinary action reports, attendance referrals, and other pertinent information so that BGCAA may target those most in need.
- We will continue to partner with AISD in the provision of food for our afterschool and summer programs.
- Our agency has a long-standing data sharing agreement in place with AISD, which will allow staff at the proposed centers to access both individual student and aggregate data to help us determine the success of our programs and develop plans for improvement, both for individual students and for particular activities.
- Our staff, in particular our Family Engagement Specialist, will work with the AISD Parent Support Office in the planning and execution of campus-wide family events and on-going dissemination of information regarding educational courses offered to parents through the school or BGCAA 21st CCLC. Our Family Engagement Specialist will also play a key role in communications with community stakeholders – not only parents but also staff at community resources such as recreation centers and libraries. Our success in engaging parents and the other community stakeholders will be reflected in community support for our centers; by increasing awareness of and participation in center activities we are better able to engage new resources and potential funders who will help us ensure sustainability of these centers.
- To ensure Site Director access to campus facilities and to message collaboration to all stakeholders, BGCAA staff will be given AISD badges, as well as AISD email addresses, which will allow campus staff to more easily communicate regarding in-school and out-of-school behavior or discipline issues and specific student or family needs. BGCAA staff will maintain a visible presence on campus in a designated space, and will be on campus during school hours in order to maximize time with AISD staff members during the school day. AISD trainings will be opened to 21st CCLC staff, further providing BGCAA OST providers with school-day support.
- During assessments of program effectiveness, we will gather information from parents and school staff including principals, teachers and the Parent Support Office, and Family Resource Centers at Webb and Burnet MS.
- AISD staff will participate in the Advisory Council for all 21st CCLC sites, as well as in the Strategic Sustainability Forum to discuss ways in which the program will be sustained beyond the funding cycle.
- We will contract with AISD Department of Program Evaluation to perform required evaluations of 21st CCLC programs. That office has also provided us with information on the evaluation for inclusion in this proposal. We utilize and share this data with AISD stakeholders during program improvement and in the implementation of our Academic Case Management Program, a keystone element of our 21st CCLC proposal.
- As community-based organizations are not eligible to enter into shared services arrangements, BGCAA has entered into a contract with AISD for use of its facilities at a reduced rate, including indoor and outdoor spaces for programming afterschool and during the summer.
- We will continue to contract with AISD for "late-busses" at our Garcia and Burnet facilities which will transport students to District designated drop-off locations.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Performance – One-on-one tutoring during afterschool programming has been found to have a positive effect on the academic performance of low-achieving students (Elbaum et. al., 2000; Barley et. al., 2002), while the overall flexibility of OST programming makes one to one interactions more feasible and frequent than during the school day. Utilizing the Project Learn approach allows opportunities for scholastic support including tutoring through our **Academic Case Management** program, and homework help through **Power Hour**, a structured and consistent program which provides time and support for youth to complete assignments with guidance from skilled youth development professionals and Academic Support Coordinators, who work closely with teachers and administrators to address the specific academic needs of low-performing youth. Additional academic support will be provided through robust and high-quality enrichment offerings that deepen the knowledge of youth in ELL, Math, Science, and Social Studies, while engaging them in fun and informal individual, small and large group activities all aligned to school day instruction. Full-day summer services designed to prevent learning loss will include TEKS aligned enrichment programs in all four core subject areas at all sites, as well as educational field trips and excursions.

Attendance, Discipline Referrals, Advancement – A 10 year study conducted by the Harvard Family Research Project reveals that high-quality programs and activities aligning to school-day learning deliver positive outcomes related to high attendance rates, low discipline referrals, and on-time grade promotion.(Little, Wimer & Weiss, 2008) As a high-quality provider, we have a proven track-record of delivering on these outcomes. For the last 8 years our organization has been able to gather data through an agreement with Austin ISD which allows us to compare the success of low-income youth who do not attend our program with low-income youth who do benefit from our services. The recent school year 16/17 data shows that BGCAA members have slightly higher promotion attendance rates, significantly less incidences of in-school and out-of-school suspensions (5.7% less than comparison group) and and slightly lower documented instances of aggressive behavior. These positive outcomes are attributed not only to our adherence to Project Learn by incentivizing positive academic participation and collaborating with schools and parents, but also to our fidelity to the research-validated David P. Weikart Youth Program Quality methodology.

High School Graduation – 66.5% and 78.9% of high school students at LBJ and Lanier High Schools, both proposed as 21st CCLC sites by BGCAA, are considered at-risk of dropping out, significantly higher than the state average of 50%. Multiple risk factors such as low achievement in school, low attendance, and behavioral problems have been attributed to higher drop-out rates by a number of different researchers. Conversely, on-time grade promotion, consistent attendance, and positive behavioral traits such as a positive attitude, resilience, and teamwork, have been shown to positively affect graduation rates for youth at-risk of dropping out. (Suh & Suh, 2007) BGCAA provides a number of different impact strategies for at-risk youth including homework help and tutoring, opportunities to participate in good character and leadership development projects, family engagement, and incentives and rewards for high Club and School attendance. 99% of BGCAA members graduated from High School in 2017, and 81% of teens surveyed stated they expected to continue their schooling by attending a vocational school or college. (National Youth Outcomes Survey results, BGCAA, 2017).

Career Competencies – BGCAA career competencies and job preparation programs provide youth with TEKS aligned objectives for career development such as demonstrating ethical behavior and the use of verbal and non-verbal communication skills. The programs improve students' employability skills, including those listed by the US Department of Education as assets in their Employability Skills Framework, such as effective communication, relationship-building, social and self-awareness, and applied academic skills and technology use. Additional career competency programs offered include summer programs that expose participants to the community through field trips, tours of college campuses, job-shadowing, and by offering local community service opportunities.

Additional Objective: Family Engagement – Six research-based strategies (Bouffard, Westmoreland, O'Carroll & Little, 2011; Little, 2011) will be utilized to engage families in 21st Century Learning. 1) Have adequate and welcoming space; 2) establish policies and procedures to promote family engagement; 3)communicate and build trusting relationships; 4) be intentional with staff hiring to promote ideal staff: family interactions; 5) connect families with each other, to schools, and to community institutions; and 6) help support families in their basic needs. These objectives are accomplished under the direction of a full-time Family Engagement Specialist with extensive knowledge of the schools served and the needs of the community and will result in a familial and community commitment to success for all students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

All 21st CCLC activities will be aligned with the Texas Essential Knowledge and Skills (TEKS) standards and based on Texas ACE lesson and unit plans, thereby ensuring all activities reinforce and build upon what students have learned during the school day. This strategy is a major programmatic component aligning with the ACE PRIME Blueprint, ensuring that activities are designed, developed and implemented to address the specific needs of students and working families and to expand and enhance school-day learning. The proposed program will align its goals within the framework of the PRIME Blueprint, by ensuring all Critical Success Factors are met. These include 1) Students' and families' active participation and engagement in learning 2) Students' and families' increased sense of involvement in school 3) Use of assessment data to revise/evaluate student services 4) Implementation of strategies learned through training. Additionally, BGCAA has also ensured that TEA Milestone's included in the PRIME Blueprint are addressed, including: 1) Utilizing innovative instructional techniques for academic and enrichment activities 2) Providing adult advocates, based on student need and in accordance with best practices 3) Conducting ongoing/continuous student assessment to determine need and improve targeted services 4) Providing training opportunities for staff development. The proposed program will be aligned with the Texas Partnership for Out of School Time (TXPOST) standards, including: providing engaging and age appropriate activities; demonstrating a dedication to supporting staff; demonstrating a commitment to engaging families and community partners; and focusing on organizational practices that ensure sustainability.

To enhance academic performance and achievement in school, 21st CCLC activities will be hands-on, engaging, and will incorporate the Project Learn strategy, which has been identified by the Office of Juvenile Justice and Delinquency Prevention as a Best Practice. This strategy aims to enhance the academic performance of low-income youth, by increasing students' interest in education to improve their school grades through high-yield learning activities, parental engagement and other methods. The objective is to offset the multitude of issues associated with low educational achievement, including difficult behavior and low-attendance. An evaluation of Project Learn was conducted by Columbia University, using a quasi-experimental design with comparison groups. The evaluation documented the following improvements in Project Learn participants: improved verbal and writing skills; increased enjoyment and engagement in reading; and improved grades in reading, spelling, history, science, and social studies. (Schinke, Steven, et al. (2000))

BGCAA is dedicated to providing a world-class 21st CCLC experience that assures the success of our participants; that they are academically skilled and on-track to graduate from high school with a plan for the future, demonstrating the ethics of positive youth development such as exhibiting good character and living a healthy lifestyle. Our program design is based on research conducted by the Boys & Girls Clubs of America into the ways young people grow and thrive, as well as analysis of the best practices and traditions of highly effective Clubs. This is known as the Formula for Impact. BGCAA offers an outcome-driven club experience that delivers the Formula for Impact's five key elements of positive youth development: 1) a safe, positive environment; 2) a sense of fun; 3) supportive relationships; 4) opportunities and expectations and 5) recognition. We couple these with high-yield learning activities, targeted programs focused on specific academic, social and health-related needs, and the expectation of regular attendance. The product of these efforts are youth who are: prepared to graduate from high school ready for post-secondary success; engaged citizens that model strong character and are involved in their communities; and who adopt a healthy lifestyle including wise dietary choices and a commitment to fitness.

Additional research-informed programs include BGCAA's S.M.A.R.T. programs (Skills Mastery and Resistance Training) which are nationally-recognized prevention programs that help young people resist alcohol, tobacco, and other drug use, as well as premature sexual activity. These programs are based on two rigorously tested curricula: Life Skills Training (Gilbert Botvin, Ph.D., Cornell University) and Project SMART (William Hansen, Ph.D., University of Southern California). These programs have been shown to help reduce negative outcomes for students, such as disciplinary referrals during school, and frequent absences. Finally, BGCAA utilizes the David P. Weikart's Youth Program Quality Assessment tool which is a research validated instrument used by the organization to assess the quality of our programs for accountability, student engagement, and program fidelity. The Weikart Center training modules, which all full and part-time 21st CCLC staff are required to take part, allows 21st CCLC leadership the opportunity to adapt, implement, and scale research validated quality improvement systems that advance positive youth development.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Tutoring - Academic Case Management consists of BGCAA Academic Success Coordinators (ASC), under the direction of Club supervisors and the Director of Academic Success, identifying at-risk students by communicating with school staff, assessing identified students, then developing a case plan which includes services to address student academic needs. The ASC will provide academic interventions in the form of individualized tutoring, character development through mentoring, and will act as a bridge for families between school day and after school academic success. Based on the previous success of this program, (most recent data gathered through BGCAA shows **94.3% of ACM youth improved one letter grade** in core subject areas, and **97% of participants have a higher attendance rate** than non-ACM youth) at least forty-five youth will be identified for participation at all sites included in this proposal, a **50% increase** from thirty youth identified during BGCAA's previous funding cycle. Although ACM will not be offered during the summer, our comprehensive summer education program will offer a mix of academic enrichment in core subject areas, hands-on learning, recreational activities, and healthy meals and snacks, all designed to keep participants enthusiastic and engaged.

STEM - BGC Double A STEM and CODE Academies, will introduce members to technological concepts, devices, and programs which encourage them to participate in STEM fields such as programming, coding, and design. Recent analyses by the PEAR Institute at Harvard and Texas Tech University, show that 70% of students participating in STEM after school programs reported positive gains in areas of STEM interest and knowledge, while STEM afterschool programs with the highest quality ratings demonstrated the most positive student outcomes. BGCAA's **STEM Academy** was recently rated at **94%** by external evaluators utilizing Dimensions of Success, a validated research tool funded by the National Science Foundation and developed by the PEAR Institute at Harvard.

Reading and English Language Arts – Examples of program activities designed to improve core subject grades in reading include **Book Clubs** in Spanish and English (this will be a required program at all elementary sites, 4 out of 5 of which have an ELL rate of 64% and higher), **Read it and Eat it**, a small-group reading activity paired with an enjoyable incentive of sharing food described in the narrative (ex: The House on Mango Street), and **Comic Book Club**, a program specifically requested by elementary-aged youth.

Social Studies – Cultural awareness programs such as **Around the World** will be utilized to discuss current events, historical inequalities such as institutional racism, and future sustainability issues such as global climate change. Additionally, **Healthy Habits** cooking classes focused on preparing foods from different cultures will be an intricate part of our enrichment activities and have been proven to excite and engage students and families in math (measurements), nutrition education, and cultural sensibilities.

Fine Arts – Artist Explorations for grades 3-5 explores diverse, living artists as well as culturally or historically significant artists from the 20th century. **Fiber Arts in Action** designed for young adolescents, combines a large variety of textile skills, including knitting, sewing, paper-making, and crocheting. **Scattered Surfaces** for grades 9-12 is the latest visual art curriculum for teen participants. Based on student interest in surrealist design, this curriculum focuses on making art approachable, while still utilizing technical and age-appropriate challenges.

Environmental Sciences – Project WILD is a TEKS-aligned wildlife-focused conservation education program for K-12 students. It is organized into topic units with activities that help students become aware of the wildlife we share our environment with and invites them to think about what we can do to protect them. Topics include ecological knowledge, social and political knowledge, and sustaining fish and wildlife resources. A national network of State Wildlife Agency sponsors provides **Project WILD** training to educators through local coordinators dedicated to education about wildlife and the environment.

Vendors – Driver's Education Trainers, College and Career Coaches, SEL Coaches, and vendors skilled in implementing **Team-Building Activities**, will be selected to provide instruction at Middle and High School sites with the goal of improving overall student success for tween and teen members in need of additional professional support.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

21st CCLC sites are integral to school and neighborhood communities, and knowledge of the benefits provided by the 21st CCLC program must be disseminated through appropriate, timely, and accurate methods. BGCAA has extensive experience in communicating with communities and has developed a range of strategies that have proven successful in reaching out to the many low-income, majority-Hispanic or African-American communities we predominately serve.

1. Program information will be presented in both English and Spanish. This includes student applications, feedback surveys, promotional materials, Student and Parent handbooks, and field trip waivers. We will ensure that each 21st CCLC site has at least one bilingual staff member who will be instrumental in communicating with families. Communications will take place through parent-provided phone and email contact information, as well as in-person conversations.
2. Site Directors will work with campus staff to post information about the community learning center in a highly-visible area of the school, being certain to include pertinent information regarding location, hours of operation, staff contact information, and parent engagement contact information. Site Directors will work with school staff to communicate information through campus channels such as district email, and text-messaging blasts to contact families if the site has to close prematurely due to unplanned events (weather, maintenance issues...).
3. 21st CCLC newsletters will be created monthly per site and will be distributed campus-wide. Additionally, BGCAA will frequently update its social media posts through Facebook and Twitter and will also post relevant information to our website.
4. Site Directors will be responsible for participating in at least one community-based partner meeting or event per month, as well as one school-based community council. Examples can include attending local neighborhood association meetings, community center initiatives, PTA meetings, events held at libraries and recreation centers, "coffee-with-the principal chats", back-to-school nights and school registration events. This requirement will be monitored by BGCAA through monthly contact-logs, and meeting notes shared with the Project Director. Having a strong presence in the community will allow staff members to make connections that aid in recruitment and retention of students. It will also help staff members respond to community needs as voiced by community members and share program information with community stakeholders.
5. 21st CCLC sites established in pre-existing feeder patterns will allow for continuity of service and continuous dissemination of necessary information. This will allow for working families to benefit from essential services to students as they age, and accounts for families who have children spread throughout elementary, middle, and high school programs. This strategy will also enable BGCAA to reach out to students transitioning from elementary to middle, and middle to high schools, connecting them with program staff and ensuring them that the 21st CCLC programs and Club community that they have benefitted from will continue to support them. This method been especially impactful for Academically Case Managed students, who exhibit a 98% retention rate when transitioning from 5th to 6th grade and 8th to 9th grade. Feeder patterns for proposed sites include:
 - Walnut Creek Elementary feeds into Webb Middle School
 - McBee and Cook Elementary Schools feed into Burnet MS, which feeds into Lanier HS.
 - Overton feeds into Garcia MS, which feeds into LBJ HS.
6. An advisory council will be created per campus including school leadership, teachers, parents, and students, providing continuous communication with 21st CCLC stakeholders, and creating a culture of accountability between the provider, BGCAA, and the recipients of resources. Community volunteers (see Statutory Requirement #8) will also serve on the council, further enhancing accountability with stakeholders of the community the 21st CCLC serves.
7. BGCAA will utilize public television and radio promotions through an in-kind donation by Univision, the state's largest Spanish speaking network. Through this partnership we will be able to disseminate information once per month via t.v. and radio to our local Spanish speaking community.
8. Other strategies may be developed and incorporated based upon the knowledge of the community provided by the Family Engagement Specialist (FES).

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

As our centers will be located at AISD schools, students will not need to travel to the center during the school year, but can simply check-in at the designated attendance station directly after school ends. During the summer, programming begins at 8:30am, and families will be expected to drop-off students, or they may walk or take public transportation, as Austin ISD district busses will not be available for transportation to the school during that time.

When picking up from the afterschool and summer program, families must check-out students at elementary schools, who will then either drive, walk, or take public transportation home. Student applications include information regarding who is permitted to check students out, and this information is included in our membership tracking system to ensure the safety of participants. At middle and high school sites, students will be given day passes for public bus transportation, can be picked up by parents, or will be allowed to walk home after checking-out with a staff member. Permission sheets signed by parents are required for students walking, driving, or taking public transportation. An assessment of our transportation needs found that a late bus was needed at Burnet and Garcia, and will be provided through a contract with AISD. Bus passes will also be distributed to high school students who demonstrate a need for this support. Elementary sites did not express a need for additional transportation options.

For any TEA-approved field trips, BGCAA will provide bus or van transportation and will obtain parent/caregiver consent. BGCAA buses and vans meet all District, state, and federal safety requirements. Vehicle safety drills are practiced before the first field trip of the year. BGCAA bus drivers are first aid and CPR certified, and have passed all required background, fingerprint, and drug tests required by the organization. Due to Boys & Girls Clubs of America safety requirements, a student may never ride in the personal vehicle of any staff member and will only ride in a BGCAA vehicle if there are at least two staff members present. Pick-up and drop-offs for field trips take place at the center site. After a field trip has ended and students are driven back to the center site, staff are required to wait with all students until everyone is picked-up safely.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores).
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers through planned advisory councils will be utilized to provide input and feedback on programming which will in turn be used by program staff to continually assess and improve program outputs for key stakeholders. Additional volunteers will be recruited, verified, trained, and placed as homework tutors, arts instructors, coaches, referees, college/career mentors, or community service project leads, according to the following policy:

Recruitment:

The Community Engagement Director (CED) will be responsible for developing an annual volunteer goal in cooperation with 21st CCLC sites. Sites will be encouraged to supply and update information to the CED regarding volunteer positions within their site. The CED will communicate with all staff asking for Volunteer Requests. Site Directors will be asked to communicate as much information as they can about volunteer positions that are needed. This information will be used by the CED when creating and posting volunteer positions.

Individual Volunteers:

1. Individual Volunteers will apply through the volunteer portal on the BGCAA website.
2. Once an application is submitted, the potential volunteer will sign a Volunteer Agreement and review organizational information provided in a PowerPoint deck. Human Resources will be engaged to provide necessary documents to the volunteer, which will include a required background check consent form.
3. After all paperwork has been approved, the CED will assign volunteers to a site, based on their preferences and availability. The CED will email any Site Directors who have been assigned new volunteers, informing them that the volunteer has completed training and will be contacting them.

Group Volunteers:

1. The CED will post available group volunteer projects on the BGCAA website and via other online recruiting tools. The CED will work to match interested groups with available projects, based on their timeframe and interests.
2. Once an event has been assigned, the CED will confirm the group's placement with the Site Director and will introduce the group contact to the Site Director, allowing them to discuss final details of the event itself. The CED will stay informed as details are discussed and will coordinate as necessary.
3. The CED will send the Group Contact a Group Volunteer Agreement, to be signed.
4. Human Resources will obtain Background Checks from each participating member of the volunteer group.
5. The CED will visit the site on the day of the event, helping facilitate and address issues that may arise.
6. After the event, the CED will acknowledge the group, detailing the successes of the event and the specific impact on the site.

All background checks will be performed through the Department of Public Safety Records and/or Trust Screen. Volunteers will be required to submit their social security information, date of birth, legal name(s)/other names used, and address(es) – current and former. BGCAA will not approve a volunteer request for the following reasons: refusal to consent to background check; false statements in connection with criminal background check; is registered or is required to be registered on a State or National sex offender registry; has been convicted of a felony or misdemeanor including any offense involving moral turpitude. These include: murder, manslaughter, or homicide; any crimes including child abuse; cruelty to animals; arson; abuse; theft, burglary, or robbery; crimes involving weapons; identity theft; unauthorized use of motor vehicle; drug related offenses; and D.W.I./D.U.I. offenses.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

BGCAA currently operates 33 OST sites, and we have significant experience in sustaining programs that were started by time-limited public grants. This experience has led to the development of a comprehensive sustainability plan, outlined below.

BGCAA will continue to develop strategic fundraising initiatives needed to strengthen our portfolio and will continue to remain committed to sustaining all our OST programming. As a testament to our commitment, we'd like to emphasize that BGCAA was the only Texas community-based organization that did not close any sites when we were not approved for funding under 21st Century cycle 9. We achieved this outcome by: adhering to the sustainability plan outlined in our cycle 7 grant, maintaining OST services at all previously TEA-funded sites; and relying on the guidance of our Board of Directors, whose ethos is to not open a site unless it can be sustained.

BGCAA will utilize our long history of collaboration with public and private funders in pursuing support which will lead to additional grant and long-term partnership opportunities. During the past several years BGCAA has expanded both its Board of Directors and Resource Development staff. This expansion has increased our capacity to secure funding from Central Texas businesses, foundations, and individuals, as well as secure in-kind and financial donations for incentives and rewards for high-achieving youth. Private partnerships that support all Clubs include funds awarded through the St. David's Foundation (\$800,000 in 2018) supporting intramural sports leagues, nutrition education, and obesity prevention services. All Clubs also benefit from a Dell Technologies grant (\$102,748 in 2017) supporting our BGC Double A STEM Academy, which provides enrichment in the engineering design process and introduces youth to STEM career paths, further allowing BGCAA to leverage 21st CCLC funding for academic enrichment and college and career readiness. Additional operational support is secured through the Austin Boys & Girls Clubs Foundation, which donates monthly and is expected to generate over \$38,000 in revenue this year.

Positive evaluation results achieved as a result of 21st CCLC grant funding will be utilized to leverage community support upon funding completion. For instance, academic outcomes attesting to the success of our ACM program will be used to leverage 21st CCLC resources to provide similar programs through alternate funding sources at multiple sites. Evaluation results will also show which program components are most effective, allowing us to focus our sustainability efforts on the service model that provides the most benefit to students and their families.

BGCAA will continue to build relationships with school staff at the local and district level, impressing upon them the vital need for OST services, as well as the proven success of 21st CCLC programming resulting in increased academic achievement, state-mandated test scores, decreased levels of discipline issues, increased attendance, promotion, and graduation rates, and increased amount of family engagement services provided to low-income households, resulting in continued coordination after the grant ends, as well as in-kind donations through our food program contracts, continued shared data-agreements, and continued facility-use agreements.

On-going professional development opportunities will strengthen the ability of 21st CCLC staff members to continue delivering high-quality academic enrichment and support to school partners upon completion of the funding cycle. Additionally, BGCAA will collaborate with AISD OST Austin in the development of a Strategic Sustainability Forum, which will convene at the end of each year of grant funding, with the sole purpose of sharing strategic partners, including vetted volunteer groups capable of contributing to the success of the 21st CCLC program once funding has ended. By communicating regularly, and sharing the strengths and skill sets of current volunteer groups assisting in the 21st CCLC program, the District and BGCAA can maximize the impact of volunteerism and fully incorporate volunteering into the development of our sustainability efforts as we progress through the grant cycle.

Timeline for our sustainability plan for the proposed sites is as follows: Twice annual review with Advisory Committee to establish and refine sustainability plan according to developed logic model which identifies current and prospective financial and in-kind resources, volunteers, revenue streams, community partners, and evaluation data. Once annual review with Strategic Sustainability Forum in partnership with ACE partners at which time a collaborative sustainability index is created. Review of index with BGCAA CEO and AISD Superintendent once annually.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

BGCAA prioritizes partnerships with federal, state, and local programs that enhance our core program offerings and allow us to economically expand our enrichment and academic assistance activities. To ensure that the youth we serve have maximum access to beneficial programs, BGCAA has developed strategic collaborations and linkages to close gaps in services and maximize results. At the proposed centers, we will bring services from our many partners to bear upon the academic and social needs of our members.

Public partnerships that will leverage 21st CCLC resources will include utilizing support from two public agency grants funded by the State of Texas, the Texsyn Program which provides health and life skills training for teens and tweens, specifically focusing on drug and alcohol prevention, and Ace it!, which offers 30 hours of math and reading support for youth at-risk of failing. We will be applying for all elementary sites included in this application to be included in the upcoming Ace it! Program and will be seeking funds for all secondary sites to be included in the Texsyn program, thereby utilizing public funds to support 21st CCLC programming. Additional support will be found through our partnership with AISD in providing nutritious snacks and dinners to students participating in BGCAA after school and summer programming funded by the USDA, as well as through on-going shared-space and data-sharing agreements with the district.

Public funds awarded by The City of Austin will provide financial support for BGCAA STEM programming through their Grants for Technology Opportunities Program, (\$22,000 in 2017, \$22,800 in 2018). These funds will support our BCC Double A CODE Academy with traveling STEM Educators who will facilitate programming at sites which exhibit the most need for STEM enrichment based on state-mandated STAAR test scores in math and science. As a recipient of public funds, BGCAA is a regular advocate for partnerships with public agencies. We participate in the Texas Education Agency (TEA) Expanded Learning Opportunities Council, the Texas Partnership for Out-of-School Time, and Learn All the Time, our local provider network, all of which promote increased funding for out-of-school time programs in the state of Texas. We will also leverage our program bandwidth by utilizing our partnership with Boys & Girls Clubs of America for funding, staff trainings, program research and field testing.

Existing OST programs on-site that provide services which align to 21st CCLC objectives can be integrated into 21st CCLC programs, ensuring that supplanting of existing services does not take place. An example of this is the proposed on-going partnership with Communities in Schools (CIS), a national non-profit providing drop-out prevention services with a presence at 8 of the 10 campuses identified in this proposal. Given that CIS afterschool program objectives align with 21st CCLC objectives, but CIS programs are not designed to provide comprehensive youth development, BGCAA is prepared to offer youth participating in CIS a spot in 21st CCLC, thereby ensuring the youth identified by CIS as at-risk of dropping out of school are also receiving the wrap-around services provided through 21st CCLC including access to sports leagues, STEM programs, and meals. Another example of this type of partnership will be with The Council on At-Risk Youth (C.A.R.Y.), which provides services for drug abuse, youth violence, crime, and delinquency prevention and is established at Webb MS, Burnet MS, Garcia MS, and LBJ HS, but only has the capacity to serve a very limited number of students once or twice weekly afterschool, with no summer program. Coordination between BGCAA 21st CCLC staff and existing providers will take place at all sites to discuss ways to integrate 21st CCLC services, thereby reducing duplication, increasing the number of youth served, and supporting, not supplanting existing programs. Additional campus-specific enrichment programs provided after school by teachers such as Gardening Club, Guitar Club and Robotics Club, have also traditionally been integrated into 21st CCLC offerings by aligning lessons with TEKS and utilizing AISD OST unit and lesson plans. Our services for parents and families are enhanced through our ongoing partnership with AISD's Parent Support Office through which we will connect parents to Adult Basic Education, English as a Second Language, and Adult Secondary Education classes. Campus specific relationships will be built within each schools Family Resource Center and in collaboration with Parent Support Specialists.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	LBJ High School 7309 Lazy Creek Drive Austin, TX 78724		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	227901014				
	Cost per student	\$735				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		30	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Lanier High School 1201 Payton Gin Road, West Austin, TX 78758		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10-11 <input checked="" type="checkbox"/> 12	
	9-digit campus ID number:	227901004				
	Cost per student	\$735				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		30	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Garcia Young Men's Leadership Academy 7414 Johnny Morris Road Austin, TX 78724		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input checked="" type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	227901064				
	Cost per student	\$735				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		30	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Center 4	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Webb Middle School 601 E. St. Johns Austin, TX 78752		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	227901014				
	Cost per student	\$735				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		30	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 5	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Burnet Middle School 8401 Hathaway Austin, TX 78757		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input checked="" type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	227901046				
	Cost per student	\$735				
	"Regular" student target (to be served 45 days or more annually):	100	Parent/legal guardian target (in proportion with student target):		30	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 6	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Overton Elementary School 7201 Colony Loop Drive Austin, TX 78724		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input checked="" type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	227901189				
	Cost per student	\$593				
	"Regular" student target (to be served 45 days or more annually):	130	Parent/legal guardian target (in proportion with student target):		35	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Amendment # (for amendments only):

Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Mcbee Elementary School 1001 W. Braker Lane Austin, TX 78758		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	227901165				
	Cost per student	\$593				
	"Regular" student target (to be served 45 days or more annually):	130	Parent/legal guardian target (in proportion with student target):		35	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Walnut Creek Elementary 401 West Braker Lane Austin, TX 78753		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	227901141				
	Cost per student	\$593				
	"Regular" student target (to be served 45 days or more annually):	130	Parent/legal guardian target (in proportion with student target):		35	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):	
	Cook Elementary School 1511 Cripple Creek Austin, TX 78758		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12	
	9-digit campus ID number:	227901161				
	Cost per student	\$593				
	"Regular" student target (to be served 45 days or more annually):	130	Parent/legal guardian target (in proportion with student target):		35	
		Feeder school #1	Feeder school #2	Feeder school #3		
	Campus name					
	9-digit campus ID number					
Estimated transportation time						

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	<div style="border: 1px solid black; padding: 20px; text-align: center; font-size: 48px;">N/A</div>		<input type="checkbox"/> APR <input type="checkbox"/> TAPR <input type="checkbox"/> Target		<input type="checkbox"/> Pre-K <input type="checkbox"/> 7-8 <input type="checkbox"/> K-2 <input type="checkbox"/> 9 <input type="checkbox"/> 3-4 <input type="checkbox"/> 10-11 <input type="checkbox"/> 5-6 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student		\$				
	"Regular" student target (to be served 45 days or more annually):						
			Feeder school #1		Feeder school #2		Feeder school #3
Campus name:							
9-digit campus ID number							
Estimated transportation time							

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Staffing: Center-led activities will be carried out by Youth Development Professionals (YDP's), as well as Academic Success Coordinators who will receive support and curriculum from the Director of Academic Success, and Program Specialists, who will report to the Site Director. The Project Director will oversee all Site Directors and will report to the Chief Program Services Officer.

Recruit and Retain Students: To ensure program objectives and student targets are met, at least 45 students will be recruited by ASC's at each site for participation in the ACM program. These are youth who are most in need of academic intervention targeted by assessing students with the highest truancy rates, disciplinary actions, and lowest state-mandated test (STAAR) scores from the previous academic year. The remaining spots available will be offered to students who are identified as needing or desiring to be included in 21st CCLC programming. We feel this system directly addresses the needs of youth most at-risk of academic failure, while continuing to provide services to low-income students of working families. Retaining youth in the program is the responsibility of the Site Director, who will offer incentives and rewards for consistent participation, high attendance rates and low discipline referrals. BGCAA will adhere to safety standards identified by the district by requiring sign-in/out attendance rosters, accident reporting, first aid and CPR training for all 21st CCLC staff, appropriate student/staff ratios, regular practice of campus lock-down drills, and consistent behavior management.

Regular Communication: The Project Director, Family Engagement Specialist, Site Directors, ASC's, and School Administrators and Teachers, will work closely together multiple times each week to ensure appropriate and effective systems are created and implemented to communicate effectively and realize all grant requirements. Ongoing communication with school principals or designee will be conducted through meetings, emails, and site visits. Regular meetings are set between the Project Director and each Site Director, at minimum, monthly. The ASC will meet regularly, at a minimum weekly, with school-day teachers, families and identified ACM students to review progress, challenges and adjust the program based upon data, observations, and stakeholder feedback. Advisory Council meetings will be held on a quarterly basis.

Data and Evaluation: All data entered into the TX 21st CCLC database per grant requirements is evaluated weekly by BGCAA's Outcomes Director, who maintains a record of progress toward goal for each Club, as well as communicates directly with the district to ensure correct and timely data-sharing practices are in place.

Training and Resources: On-going, mandatory YPQ trainings for all 21st CCLC staff will be offered three times per month, with one training consistently being offered on a weekend day to ensure 100% participation. 21st CCLC staff will attend AISD trainings when available. The Director of Academic Success, a new role designed to increase quality of academic interventions, will provide TEKS aligned curriculum, lesson, and unit plans for all sites.

Addressing the Needs of Working Families: Needs of working families are assessed regularly by the Family Engagement Specialist, who will implement programs based on parent-feedback with the objective of increasing family literacy through weekly literacy nights at primary sites, and monthly workshops at secondary sites dedicated to topics directly affecting families of tweens, and teens, such as: College and Career Preparation; Love & Logic parent workshops; Bullying; and Healthy Lifestyles classes including family cooking workshops. Parent involvement and retention is incentivized by offering "Parents Night Out" events once students have attended the Club 105 days or more. To address the specific needs of our parent population, on-going English as a Second Language classes will be contracted to offer services at all Clubs with BGCAA providing childcare for participants with young children.

Operations: Each center will offer a comprehensive array of programming for a minimum of 15 hours per week for 32 weeks during the school year for a total of 480 hours. Summer learning loss and enrichment programming will be offered by all sites, four days per week, over the course of 6 weeks, for total of 216 hours which far exceeds the dosage identified by the National Summer Learning Association (NSLA) which asserts that 120 hours is the minimum dosage of summer intervention programming to have a measurable impact on student performance. Nutritious snacks and lunches or dinners will be provided to all youth every day the program is in session. This is made possible through an in-kind contract through between BGCAA and Austin Independent School District.

Budget: When preparing the budget, all facets of program implementation, hours of operation, staffing requirements, organizational capacity, program goals, cost per youth, and TEA requirements were considered. We believe we have fully and fairly strategized how to allocate all funds awarded through this grant to achieve measurable outcomes in student academic achievement, and overall student success.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 74-6087356

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Data Collection and Sources:

The evaluation team will gather program data (e.g., program activities, number of participants, and program participation days) from the TEAL system. Student data (e.g., demographics, school day attendance, discipline referrals, course grades, graduation rates, and STAAR data) will be pulled from AISD's data warehouse. Student, parent and/or staff surveys will be conducted to solicit information on program strengths and areas of improvement. The evaluation team will also assist program staff in the development of tools for monitoring program quality.

Methodology:

Both formative and summative evaluation will be conducted. At the start of the school year, Evaluators will provide program staff information about students' prior year academic performance in order for program staff to appropriately target programming to students. Interactive dashboards will be created by evaluators for ongoing tracking of program implementation and quality and identification of successes and challenges at each center. In addition, evaluators will assist program staff with tracking student academic progress through district monitoring systems. Periodic meetings with evaluators will be conducted to discuss formative findings and recommendations for programmatic changes when necessary. To understand the impact of ACE programming on students, summative evaluations of student outcomes (both year-to-year comparisons and comparisons of outcomes by level of participation [e.g., participants and non-participants]), will be conducted. Appropriate statistical procedures (e.g., ANOVA, correlation, Chi Square, etc.) will be selected based on the data types for each analysis. Results will be presented in an end of year evaluation report. Findings and recommendations will detail areas where program goals were met and areas in need of improvement and refinement. These reports will be submitted to TEA and published on AISD's Department of Research and Evaluation website for public access.

Program objectives	Indicators
Improved academic performance	Increased school-day grades; STAAR scores; Grade level advancement
Improved school day attendance	School-day attendance rate
Improved behavior	Decreased disciplinary referrals; Improved district SEL indicators
Improved grade-level advancement	School-day grade advancement rates
Improved college and career competencies	Graduation Rates
High quality program activity	YPQA indicators; Client satisfaction from student, staff, and parent surveys

Evaluation timeline:

- August: Evaluators will provide prior year academic performance for students at target schools.
- September 2018: Evaluators will assist program staff in creating logic models, as needed.
- October: Evaluators will draft and finalize the student, parent, and/or staff surveys.
- November-May: Evaluators and program staff assess program quality using appropriate tools.
- December: Evaluators will conduct mid-year assessment of the program.
- January-February: Evaluators and program leaders will review the mid-year evaluation and make changes to spring program plan as needed.
- March-April: Evaluators will assist the program staff in administration of the student, staff, and parent surveys.
- May: Evaluators will analyze survey data and prepare survey interactive reports.
- June: Evaluators will prepare data for complete analyses for the narrative report and share interactive survey reports with program staff.
- July: Evaluators will complete the final narrative report which will be submit to TEA and published on website for public access.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 74-6087356

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 74-6087356

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 74-6087356

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 74-6087356

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 74-6087356

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 74-6087356

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation	
County-District Number or Vendor ID: 74-6087356	Amendment number (for amendments only):
Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule <u>regardless of whether any private nonprofit schools are participating in the program</u> . Failure to complete this schedule will result in an applicant being disqualified.	
Questions	
1.	Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes you must answer question #2 below. • If your answer to this questions is no, you do not address question #2 or the assurances below. 	
2.	Are any private nonprofit schools participating in the grant? <input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> • If your answer to this question is yes, you must read and check the box next to each of the assurances below. • If your answer to this question is no, you do not address the assurances below. 	
Assurances	
<input type="checkbox"/>	The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
<input type="checkbox"/>	The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
<input type="checkbox"/>	The applicant assures that the total grant award requested on Schedule #6—Program Budget Summary includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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